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ABSTRACT

The health education program focuses on wellness and health promotion, with emphasis on the need to influence children and youth to make early decisions about positive lifestyles that will continue into adulthood. These comprehensive health education curriculum standards focus on positive self-image, decision-making, nutrition, stress management, alcohol and drug abuse, and physical fitness. These standards are designed to be used by school administrators and teachers in developing their local comprehensive health education programs. Strategies and activities are to be developed by the local district. The Health Education Curriculum Standards are divided into the following categories: K-3, 4-6, 7-8, and 9-12. Each set of standards includes program objectives and corresponding student expectations. The pages on objectives and expectations are introduced by a statement of the Delaware K-12 comprehensive health education and family life education policy. (AMH)

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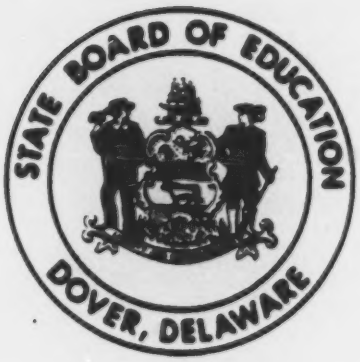
HEALTH EDUCATION

CURRICULUM STANDARDS

K - 12



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HEALTH EDUCATION

CURRICULUM STANDARDS

K - 12

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The Delaware Department of Public Instruction
Instructional Services Branch
Instruction Division

Revised October, 1990

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Foreword

The health curriculum should reflect the current trends, information and research in the field of health. Good emotional, social, mental and physical health contribute greatly to the educational achievement of students. The revised Health Education Curriculum Standards reflect the skills, information and behavior necessary for children and youth to achieve maximum development.

This document was developed with the assistance of administrators, teachers and school nurses from the local school districts and representatives from public and voluntary health agencies, colleges and community agencies. The State School Health Advisory Committee, composed of health and educational professional and community groups, has contributed greatly to this document. The interagency and interprofessional cooperation is exemplary and necessary to a successful comprehensive school health education approach.

Acknowledgments

The Health Education Curriculum Standards are a product of a number of individuals who contributed to the revision of this document. Members of the writing team include:

Ms. Janet Arns, Delaware Department of Public Instruction
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Introduction

With the rising costs of health care, it is imperative that each school district be responsible for planning and implementing the most current and effective health education program that will focus on prevention. The promotion of wellness emphasizes the need to influence children and youth to make early decisions about positive lifestyles that will continue into adulthood. The comprehensive health education curriculum standards focus on areas such as positive self-image, decision-making nutrition, stress management, alcohol and drug abuse, and physical fitness. Healthy bodies and minds plus a good knowledge base will help equip children and youth to resist peer pressure to use alcohol, drugs and tobacco and to engage in sexual behavior that places them at risk for unintended pregnancy or sexually transmitted diseases, including HIV. A K-12 comprehensive health education and family life education curriculum, based on the Health Education Curriculum Standards, will focus on strategies and skills that will help to build and nurture self-esteem, coping skills and safe health practices.

The standards have been designed to use in the implementation of the K-12 Comprehensive Health Education Policy adopted by the State Board of Education on July 19, 1990.

How to Use the Curriculum Standards

The standards are designed to be used by school administrators and teachers in developing their local comprehensive health education program. The standards are a resource guide for curriculum development and a statement of the goals and objectives of a comprehensive health and family life education. Strategies and activities that can be used in daily lesson plans should be developed by the local district.

The Health Education Curriculum Standards are divided into the following categories: K-3, 4-6, 7-8 and 9-12. Each set of standards includes:

- Program objectives - listing on the left side of the page describes the area of instruction
- Student expectations - listing on the right side of the page of what the student will be expected to do in these instructional areas.

K-12 Comprehensive Health Education and Family Life Education Policy

The purpose of this policy is to provide a framework for a K-12 Comprehensive Health Education and Family life Education Program that establishes a foundation for understanding the relationships between personal behavior and health.

I. Each school district shall have in place by September 1, 1990 a Comprehensive Health Education and Family Life Education Program that includes the following minimum hours of instruction:

A. In grades K-4, a minimum of thirty (30) hours in each grade of Comprehensive Health Education and Family Life Education of which ten (10) hours, in each grade, must address Drug/Alcohol Education.

B. In grades 5 and 6, a minimum of thirty-five (35) hours in each grade of Comprehensive Health Education and Family Life Education of which fifteen (15) hours, in each grade, must address Drug/Alcohol Education.

C. In grades 7 and 8, separate from other subject areas, a minimum of sixty (60) hours of Comprehensive Health Education of which fifteen (15) hours, in each grade, must address Drug/Alcohol Education. If all of the 60 hours are provided in one year at grade 7 or 8, an additional fifteen hours of Drug/Alcohol Education must be provided in the other grade.

D. In grades 9-12, one-half (1/2) credit of Comprehensive Health Education is required for graduation of which fifteen (15) hours of this 1/2 credit course must address Drug/Alcohol Education. This 1/2 credit course may be provided in the 9th, 10th, 11th or 12th grade. In each of the remaining three grades, fifteen (15) hours of Drug/Alcohol Education must be provided for all students.

II. Each school district shall have in place by September 1991 a written plan describing their K-12 Comprehensive Health Education and Family Life Education Program.

A. The plan shall be submitted to the Department of Pubic Instruction, Instructional Services Branch, for review and approval by July 1, 1991. Any changes or revisions to the approved district plan shall be submitted to the Department of Public Instruction, Instructional Services Branch as they occur. The approved plan should be updated at least every five years. The plan shall:

1. identify a district level person to coordinate the district program and a coordinator in each building to carry out the district program at the building level.

2. identify a district advisory committee composed of teachers, parents, school nurses, community leaders, guidance counselors, law enforcement officers and any others interested in the areas of health, family life and substance abuse issues. (This committee may also serve as the advisory committee for the Federal Drug Education Project Proposal. Names of the members are to be submitted each year with the Federal Drug Education Project Proposal.)

3. describe the course content and activities for the required hours as described in Part I.

4. incorporate the Health Education Content Standards for grades K-12 inclusive of sex education and an HIV prevention program that promotes abstinence.

5. describe the drug/alcohol education program for each grade K-12.

5. describe how family life education concepts can be implemented through the current health education and home economics programs in each school and through other appropriate subject areas.

7. describe the family life component which is required in the content standards for middle level exploratory homemaking programs with emphasis on parenting and life management skills.

8. describe the family life component of the home economics programs provided at the high school level based on the Vocational Home Economics Content Standards with emphasis on parenting and life management skills.

9. describe the staff development component for drug/alcohol education. Three (3) or more hours of staff training and development are required for each teacher providing drug/alcohol education at each grade K-12.

10. describe those specific staff development components which address the areas of HIV prevention, sex education and family life education.

11. describe the method used to evaluate the effectiveness of the program.

B. The Department of Public Instruction will provide technical assistance to each school district in developing its plan and in providing the three (3) required hours of staff development in drug/alcohol education.

C. The Department of Public Instruction will monitor the implementation of each district's plan through a review of the plan, monitoring visits and other data as deemed necessary.

Passed by the State Board of Education on July 19, 1990.

HEALTH EDUCATION CURRICULUM STANDARDS

Grades K-3

The program will provide instruction in:		The student will be expected to:	
1.	Self-image	1.1	Identify one's own feelings and ways to express them
		1.2	Demonstrate positive behavior in a group
		1.3	Identify how appearances affect self-image and others
		1.4	Compare individual physical and emotional changes from ages 5-9 to determine "Am I normal?"
		1.5	Describe how one's remarks and actions affect others
		1.6	Identify positive personal attributes
		1.7	Demonstrate responsibility for one's actions and behavior
		1.8	Recognize that everyone needs to appreciate the contributions and values of each ethnic and racial group
2.	Coping and decision-making skills	2.1	Identify personal sources of stress (divorce, death, noise)
		2.2	Demonstrate ways to cope with stressful situations
		2.3	Choose an appropriate reaction to a stressful situation
		2.4	Practice relaxation skills
		2.5	Identify problems shared by many people
		2.6	Describe how to get help for personal problems
3.	Care of the body	3.1	Identify and demonstrate practices to keep clean

		3.2 Demonstrate and practice hand washing using soap, water, and rubbing to get rid of germs
		3.3 Choose appropriate dress for weather and activity
		3.4 Distinguish between practices that help and harm teeth
		3.5 Demonstrate and practice ways to protect eyes and ears
		3.6 Identify and practice activities that benefit heart and lungs
		3.7 Describe some clues that the body needs care
		3.8 Identify ways the environment affects one's physical and emotional well-being
		3.9 Demonstrate ways people use their bodies in daily activities
		3.10 Describe how each individual is ultimately responsible for his/her health and well-being and for young children it is a shared parent/child responsibility
4.	Personal and family life	4.1 Describe ways in which individuals and families are different and alike
		4.2 Recognize the importance of accepting people who are different
		4.3 Practice skills that treat family members and friends with respect
		4.4 Identify benefits of helping other family members
		4.5 Identify and practice appropriate social behavior skills for their age group
		4.6 Describe when touching may be unwanted, how to tell someone, and whom to tell

5.	Nutrition	5.1 Explain: "All living things need food and water to sustain life"
		5.2 Explain why one needs a variety of foods including water
		5.3 Distinguish between foods that are fatty, high in calories and those that aren't
		5.4 Select nutritious breakfast foods and snacks
		5.5 Choose foods that promote good dental health
		5.6 Explain how nutrition affects feelings, growth, and function of the body
		5.7 Read food labels from various products to determine order of ingredients and their nutritional value
6.	Substance use and abuse	6.1 Distinguish between helpful (medical) and harmful ways to use medicines
		6.2 Identify responsible people such as parents, physicians, and nurses who can give medicines
		6.3 Distinguish between poisons and non-poisons
		6.4 Suggest ways to store and handle poisons and medicines
		6.5 Identify medical reasons for using drugs
		6.6 Describe harmful effects of smoking, alcohol, and improper use of drugs
		6.7 Demonstrate and practice ways to say "NO" when offered drugs, alcohol, and tobacco
		6.8 Describe ways in which substances are taken into the body
		6.9 Explain school and home rules regarding drug use and why these rules exist

		6.10	Know how to avoid unknown and possibly dangerous objects, containers, and substances
		6.11	Differentiate between food, poisons, medicines, and illicit drugs
7.	Safety	7.1	Identify and practice rules for the bus and playground
		7.2	Identify safety hazards around the home and school including poison ivy and biting insects
		7.3	Practice bicycle safety rules such as hand signals and riding with traffic
		7.4	State reasons for wearing seat belts
		7.5	Demonstrate and practice pedestrian safety rules
		7.6	Demonstrate how to get help in an emergency
		7.7	Identify common causes of fire in the home and how to exit each room in case of fire
		7.8	Demonstrate stop, drop and roll techniques in case of fire
		7.9	Identify water safety rules around a pond, river, bay, ocean, and pool
		7.10	Identify ice safety rules around ponds, rivers and pools
		7.11	Identify and practice appropriate first aid for minor cuts and burns
		7.12	Identify unsafe situations involving strangers or even family and neighbors and possible ways to react
8.	Consumer health	8.1	Question the validity of advertising claims about cereals, toys and foods
		8.2	Identify persons who provide health services
		8.3	Identify criteria for selecting products such as cereals, toys and foods

	8.4	Read food and medicine labels to identify the products and its use
	8.5	Make choices about products on the basis of safety, price, usefulness, and durability
9. Diseases and disorders	9.1	Identify common childhood diseases (e.g., colds, lice, chicken pox, flu) and how they spread
	9.2	Explain and demonstrate practices that help to prevent the spread of infection
	9.3	Identify personal habits that promote cleanliness and reduce risks of infection
	9.4	Explain why and what immunizations are required
	9.5	Explain the differences between communicable and non-communicable diseases
	9.6	Explain AIDS is caused by a virus (HIV) which is very hard to get

Grades 4-6

The program will provide instruction in	The student will be expected to
1. Self-image	1.1 Identify patterns of physical and emotional growth that addresses the question most often contemplated by this age group "Am I normal?"
	1.2 Identify and discuss emotions common to this age group
	1.3 Describe positive attitudes that will help the individual to understand and like him/herself
	1.4 Practice skills that increase self-worth
	1.5 Identify situations that may change emotions and give appropriate responses or behaviors
	1.6 Recognize worth and contributions of members of various ethnic and racial groups
2. Coping and decision-making skills	2.1 Compare negative as well as positive aspects of stress
	2.2 Participate in activities and exercises to relieve stress
	2.3 Identify ways people handle stressful situations
	2.4 Choose an appropriate reaction to a stressful situation
	2.5 Relate choices to short and long-term consequences
	2.6 Demonstrate steps in making a decision
	2.7 Express feelings about what responsibility means
	2.8 Identify some signs that can be warnings of potential suicide

		2.9	Describe what to do if touched in a way that makes one feel uncomfortable
		2.10	Identify and demonstrate skills to cope with negative peer pressure
3.	Care of the body	3.1	Identify those practices necessary for cleanliness and good personal hygiene
		3.2	Describe how daily health practices and prompt attention to signs of illness affect one's health
		3.3	Describe the functions of the respiratory and circulatory systems and physical activities that improve the cardio-respiratory fitness
		3.4	Identify the parts of the brain and their functions
		3.5	Name the glands of the endocrine system and identify the influence of each gland on body functions
		3.6	Identify and describe the female reproductive system with emphasis on menstruation
		3.7	Identify and describe the male reproductive system
		3.8	Describe physical growth differences common to the preadolescent group
4.	Personal and family life	4.1	Analyze the statement: "everyone has personal problems"
		4.2	Analyze the role of family members and the changing attitudes toward gender roles
		4.3	Describe how family relationships can affect the health of the members
		4.4	Illustrate the interrelatedness of physical, emotional, and psychological growth
		4.5	Differentiate between traits that are inherited and acquired

		4.6 Explain the impact of family crisis such as death, separation, abuse, divorce, and long-term illness on the individual member
		4.7 Describe the characteristic patterns of growth from infancy to adulthood
		4.8 Explore the present and future roles of family members
		4.9 Identify and describe where, how, and why to seek guidance and counseling for personal problems, including child abuse and neglect
		4:10 Know the importance of postponing sexual activity
5.	Nutrition	5.1 Demonstrate the ability to select foods according to the nutrient content
		5.2 Identify snack foods according to fat, sugar, salt, and nutrient content
		5.3 Determine the order of each ingredient in a product by reading the label
		5.4 Describe the effects of food on a person's emotions, behavior and performance
		5.5 Determine the effects of undereating or overeating upon body weight and overall health
		5.6 Identify practices that affect food storage and quality
6.	Substance use and abuse	6.1 Classify drugs as to the effect on the body
		6.2 Analyze the effects of drugs, including alcohol and tobacco, on the body functions
		6.3 Calculate the cost of smoking from the viewpoint of economics and health

		6.4 Describe how selected social factors such as family, mass media, peer group and personality can affect decisions to use or not use drugs, including alcohol and tobacco
		6.5 Differentiate between the use and misuse of prescription and nonprescription drugs
		6.6 Identify the caffeine content in selected beverages and explain effects on the body systems
		6.7 Describe activities that promote well-being and satisfaction without the use of drugs, alcohol or tobacco
		6.8 Recognize that alcohol, illicit drugs, and tobacco are illegal and are against school rules
		6.9 Identify and be able to contact specific people and agencies available to help those in trouble
		6.10 Describe the affect of alcohol, drugs, and tobacco abuse on the family
7.	Safety	7.1 Identify the types of accidents most likely to occur to children and ways they could have been prevented
		7.2 Practice basic first aid for wounds, head injuries, fractures and breathing stoppage
		7.3 Explain and practice (where possible) cycle, skating, skateboard, pedestrian, and school bus safety
		7.4 Identify hazards frequently found in and around the home, including poisonous plants, biting insects, and fire
		7.5 Demonstrate how to get emergency help in a particular locality
		7.6 Outline a home safety plan that would be followed in the event of a disaster

		7.7 List water safety rules for the pool, at the beach, and when boating
		7.8 Describe winter safety including sledding, ice safety, and ways to prevent frostbite
		7.9 Give examples of hazards associated with the use of firearms and other weapons (e.g., knives, bow and arrow) and fireworks
		7.10 Outline how to properly store hazardous materials around home or farm
8.	Consumer Health	8.1 Describe how to document reliable and unreliable sources of health information
		8.2 List and discuss health products that are commonly misrepresented through advertising
		8.3 Identify the directions, precautions, and contents on the label of an over-the-counter drug or health product
		8.4 Name community health professionals and describe the services they offer
		8.5 Compare preventive and therapeutic health care
		8.6 Identify some health problems for which the individual can assume responsibility
		8.7 Practice telling a health professional about health problems
9.	Diseases and disorders	9.1 Explain the role of microorganisms in the spread of communicable diseases such as HIV, colds
		9.2 Describe ways microorganisms can be transmitted from an infected person to an uninfected person
		9.3 Identify environmental factors that may cause diseases, (e.g., air pollution, asbestos, waste disposal)

9.4 Apply the principle of how to break the chain of infection

9.5 Explain how persons infected with some viruses may not have any signs or symptoms of disease (example, HIV)

9.6 Identify immunizations that protect people from diseases that may cause disabling physical conditions

9.7 Explain that AIDS is caused by a virus that weakens the ability of infected individuals to fight off disease

9.8 Distinguish between diseases and disorders such as epilepsy

Grades 7-8

The program will provide instruction in	The student will be expected to
1. Self-image	1.1 Recognize feelings common to this age group
	1.2 Demonstrate how to meet and appreciate people with different backgrounds
	1.3 Describe benefits and satisfactions gained in helping others and volunteerism
	1.4 Identify positive attributes of one's self
	1.5 Demonstrative positive interpersonal communication skills
2. Coping and decision-making skills	2.1 Identify causes of stress, including those from school, home, and the environment
	2.2 Demonstrate acceptable ways to handle feelings of anger, frustration, hostility
	2.3 Recognize the effects of stress on the body functions
	2.4 Identify and participate in stress-relieving activities
	2.5 Define peer pressure and discuss actions to reduce stress caused by it
	2.6 Identify causes, warning signs, and possible alternatives to self-destructive behavior, including suicide
	2.7 Describe how decisions are made relating to one's relationships with others
	2.8 Propose ways for individuals with handicaps to lead productive lives

		2.9	Describe personal and cultural values about any loss such as death, dying, and divorce
		2.10	Identify sources of help for personal and family problems
3.	Care of the body	3.1	Analyze the validity of statements relating to daily health practices
		3.2	Propose ways to meet the needs that accompany the physical changes of puberty (i.e., body odor, acne)
		3.3	Identify ways physical fitness contributes to physical, mental and social health
		3.4	Outline a personal program to keep fit and healthy
		3.5	Identify reasons for having periodic examinations such as dental and orthopedic screening as part of "taking control" of one's life
		3.6	List symptoms which may need medical attention
		3.7	List the physical, social, and emotional changes that occur between ages of ten and eighteen
		3.8	Review the reproductive and endocrine system and their functions
4.	Personal and family life	4.1	Describe factors that influence the family's rules, values and attitudes
		4.2	Debate the effects of changing attitudes toward sex discrimination and gender roles
		4.3	Identify factors that influence one's sexual attitudes
		4.4	Identify possible consequences of various expressions of sexuality common to this age group
		4.5	Describe the effect of unreliable information about human sexuality

		4.6 Explain the impact of violence and sexual assault on the individual and the family
		4.7 Interpret the function of dating
		4.8 Analyze the effects of teenage pregnancy on the individual, family and community
		4.9 Define conception and contraception
		4.10 Practice techniques to resist pressure to engage in sexual activity
5.	Nutrition (These should be coordinated with the home economics teacher)	5.1 Compare nutritional needs to one's daily selection of food
		5.2 Evaluate the impact of advertising on food choices
		5.3 Compare "prepared" foods and "fresh" foods on the basis of cost, nutrients, and calories
		5.4 Outline the family's diet for three days based on nutritional needs of members and food cost
		5.5 Determine the amount of sugar, fat, and salt in relation to the nutrients in selected snack foods
		5.6 Describe the effects of insufficient water intake on an individual's health
		5.7 Examine the nutritional values of fast foods
6.	Substance use and abuse	6.1 Explain factors that contribute to the use and abuse of drugs, including alcohol and tobacco
		6.2 Describe how alcohol, tobacco, and drugs can be especially dangerous for growing bodies and developing minds
		6.3 Know that alcohol, tobacco, and other drugs are illegal and against school rules
		6.4 Identify alternatives to the use of drugs, including alcohol and tobacco

		6.5 List the local agencies where help can be obtained for personal or family problems arising from the abuse of drugs, including alcohol and tobacco
		6.6 Calculate the costs of drinking and of smoking to the individual, family, and society
		6.7 Review the effects of drugs, including alcohol and tobacco, on the body
		6.8 Practice refusal skills to peer pressure to use drugs, including alcohol and tobacco
		6.9 Explain the relationship between substance use and risk taking behavior
		6.10 Describe the effects of advertising on choices regarding use of drugs, including alcohol and tobacco
7.	Safety	7.1 Demonstrate standard first aid skills
		7.2 Identify attitudes and behaviors that may lead to accidents
		7.3 Evaluate the safety of amusement and recreational activities with special emphasis on All Terrain Vehicles (ATV)
		7.4 Outline a safety plan for the family in case of fire or other disaster
		7.5 Explain water safety rules in swimming, boating, and water activities
		7.6 Identify and use appropriate protective equipment during activities, including skiing
		7.7 Evaluate bicycle safety rules on the basis of traffic laws
8.	Consumer health	8.1 Select effective health care services and products such as shampoos, soaps, and cosmetics

		8.2 Distinguish between appropriate and inappropriate sources of health information
		8.3 Analyze the effects of health fads and frauds on one's health
		8.4 Identify resources where a person could go for help if the individual felt he/she had been a victim of a questionable health claim
		8.5 List sources of help for health and personal problems for this age group
9.	Diseases and disorders	9.1 Describe the symptoms, transmission, treatment and prevention of communicable diseases common among youth
		9.2 Explain the importance of early diagnosis and treatment
		9.3 Identify factors that can help stop the spread of infection
		9.4 Identify behaviors that would put one at risk for becoming infected with HIV and other STDs.
		9.5 Explain how HIV is transmitted and how the risk of infection is eliminated by choosing abstinence from sex and by not using illegal intravenous drugs
		9.6 Identify the leading causes of death among teenagers
		9.7 Propose ways to reduce teenage deaths
		9.8 Explain how genetic problems can adversely affect normal growth and development
		9.9 Analyze how environmental pollution affects one's health

Grade 9-12

The program will provide instruction in		The student will be expected to	
1.	Self-image	1.1	Discuss factors which influence self-image
		1.2	Formulate plans and activities for enhancing self-esteem
		1.3	Evaluate and develop action plans that promote self-understanding while respecting the needs of others
		1.4	List ways to support and respect the elderly and make them feel worthy
2.	Coping and decision-making skills	2.1	Identify body signals that indicate when stress and anxiety become unhealthy
		2.2	Identify acceptable ways to resolve conflicts involving oneself and others
		2.3	Apply problem-solving skills to a given situation or crisis in the family such as death, loss of job, illness
		2.4	List responsible resources available in community and school to give assistance for unresolved stress
		2.5	Identify and practice exercises and skills to relieve stress
		2.6	Describe peer behaviors that influence personal decision-making
		2.7	Describe behaviors, including suicide and, violence that signify an inability to cope with life pressures
3.	Care of the body	3.1	Describe changes common to the adolescent and young adult
		3.2	Demonstrate the correct way to lift or move objects to prevent back injury
		3.3	Design a personal fitness program appropriate for one's lifestyle

	3.4	Describe the aspects of personal health appraisals and how they can be used to maintain personal wellness and hygiene
	3.5	Identify the procedures to do breast self-examination and/or testicular self-examination
	3.6	Practice explaining the signs/symptoms of a health problem to a health professional
4. Personal and family life	4.1	Explain the need for prenatal care
	4.2	Explain the effects of nutrition and drugs prior to and during pregnancy
	4.3	Assess how gender identity and roles affect interpersonal relationships including dating and partying
	4.4	Identify characteristics of various stages of child development
	4.5	Select child-rearing practices that help children develop healthy behavior patterns
	4.6	Identify effective yet healthy methods of pregnancy prevention
	4.7	Identify personal responsibility and financial costs of having and raising children
	4.8	Identify state laws that protect the rights of minors
	4.9	List possible causes and effects of child abuse
	4.10	Describe ways to minimize the risk of being a victim of violence or sexual assault such as date rape
	4.11	Identify and practice procedures to report child abuse

5.	Nutrition (Should be coordinated with the home economics teacher)	5.1 Explain how dietary needs vary with age, gender and activity
		5.2 Research resources for satisfying dietary needs within a limited budget
		5.3 Determine the amount of fat in one's food intake for a day
		5.4 Evaluate the importance of water in the daily diet
		5.5 Formulate a menu for one's family depending upon each member's daily nutritional needs
		5.6 Evaluate selected weight reduction diets on the basis of meeting one's nutritional needs
		5.7 Analyze the impact of eating disorders such as anorexia, bullemia, and obesity on the adolescent
6.	Substance use and abuse	6.1 Predict the possible side-effects of drug use, including alcohol, on one's ability to safely operate a motor vehicle
		6.2 Describe the effects of alcohol on the human body
		6.3 Describe the harmful effects of cigarette smoking on smokers and non-smokers
		6.4 Practice refusal skills to peer pressure to use drugs, including alcohol and tobacco
		6.5 Propose alternatives to substance use and discuss their consequences
		6.6 Identify support groups and organizations which provide help for personal and family problems associated with drugs and alcohol
		6.7 Discuss the effect of using "steroids" especially on the growing body

		6.8 Know that combining drugs, whether illicit or prescription can be dangerous or even fatal
		6.9 Describe the relationship of drug use to related diseases and disorders including HIV , and learning disorders
7.	Safety	7.1 Describe how to prevent and treat traumatic shock
		7.2 Outline procedures to follow in case of animal bites
		7.3 Demonstrate correct CPR procedures
		7.4 Develop a home safety checklist to ensure that poisons are out of the reach of children and a smoke detector is in place
		7.5 Analyze how safety devices prevent injuries in everyday life and in sports, including skiing and snowmobiles
		7.6 Outline a survival plan for one's family in case of a disaster
		7.7 Determine the availability and accessibility of community emergency resources
8.	Consumer health	8.1 Identify the private or special health professional services available in the community to gain access to health services
		8.2 Practice filling out a public health service form to gain access to health services
		8.3 Identify the directions, precautions, and contents of the label of an over-the-counter drug or food product
		8.4 Evaluate the effectiveness of cold remedies
		8.5 Analyze the effect of "wellness" programs on health care costs

		8.6 Given a list of symptoms, determine which should receive medical attention versus home care
		8.7 Analyze the lures and hazards of "quack" treatments and devices
9.	Diseases and disorders	9.1 Analyze lifestyles and personal health practices designed to reduce risk factors in disease and disabilities
		9.2 Describe behaviors that put one at risk to for sexually transmitted diseases such as herpes, trichomoniasis, gonorrhea, monilia, chlamydia, and HIV/AIDS
		9.3 Describe preventive measures for the control of sexually transmitted diseases
		9.4 Describe signs, symptoms and treatment for sexually transmitted diseases
		9.5 Describe the warning signs of cancer and the use of self-examination, especially of the breast and testes, to detect and prevent cancer
		9.6 Demonstrate how to measure body temperature, blood pressure, pulse, and respiration to determine deviation from normal
		9.7 Explain ways to break the chain of infection, including immunizations
		9.8 Analyze the effects of the environment such as air and water pollution on the health of individuals and the community